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ABSTRACT

Describes the development of a competency-based program for principals offered at California State College, California, Pennsylvania. The program includes the following features: ten generic competencies supported by 40 complementary enabling competencies, self-assessment, an individually prescribed curriculum, a field-based delivery system, and competency evaluation. Completion of the program leads to a master's degree and certification as an elementary or secondary school principal. (Author/IRT)

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A COMPETENCY BASED PROGRAM FOR ADMINISTRATION

The California State College Model

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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In September, 1976, after eighteen months of planning and revision including a program review conducted by the Pennsylvania Department of Education, thirty-nine (39) students enrolled in a competency based certification program at California State College, California, Pennsylvania. The program includes the following features: (1) establishment of generic competencies supported by complementary enabling competencies; (2) self assessment; (3) individually prescribed curriculum; (4) field based delivery system; and (5) competency evaluation. Completion of the program leads to a masters degree and certification as an elementary or secondary school principal.

I. Background of the College

California State College is one of the fourteen (14) state colleges in Pennsylvania. It is located in Southwestern Pennsylvania, approximately forty miles south of Pittsburgh. The college has approximately 4,000 undergraduate students and approximately 1,000 graduate students. The college is presently divided into a School of Arts and Science, School of Education, School of Graduate Studies and School of Science and Technology.

II. Background of Program Development

Faced with a decline in undergraduate teacher enrollment and the concurrent problem of staff dislocations created by dropping enrollments, the Dean of the School of Education and Dr. Stephen Pavlak, Dean of the Graduate School met in April of 1975, with officials

EA 009 526

of the Pennsylvania Department of Education. The purpose of the meeting was to discuss implementation of new programs at the college. The Master Plan for Program Change submitted to the Department a year earlier had included provision for the establishment of a program leading to certification in elementary school administration. While the Division of Teacher Education of the Department was sympathetic to the problem faced by the college they felt that authorizing another principal's certification program was not necessarily the answer. After a lengthy discussion, however, it was agreed to authorize California State College to develop a competency based program for preparing elementary and secondary administrators. It was also agreed that efforts would be made to develop a similar model for preparing secondary counselors. The college further agreed to free staff to work on program development.

During the summer and fall term of 1975 two staff persons were granted load reductions to begin program development. Mr. Ivan Guesman of the Elementary Education Department, Mr. Robert Owsiany of the Secondary Education Department, Dr. John Moreschi, Director of the College's Educational Development Center and Dr. George Crane, chairperson of the Department of Pupil Services along with Deans formed the Steering Committee. As a result of the work of this committee, a skeleton of a competency based program was created. It included the following components:

I. Role of the Principal - A narrative description of the functions of a principal

II. Generic Competencies - A translation of the role into broad general statements.

III. Enabling Competencies - A refinement of the broad generics into more detailed and specific competency statements.

IV. Self Assessment - A component which allows students to compare their experience and educational backgrounds to the generic and enabling competencies.

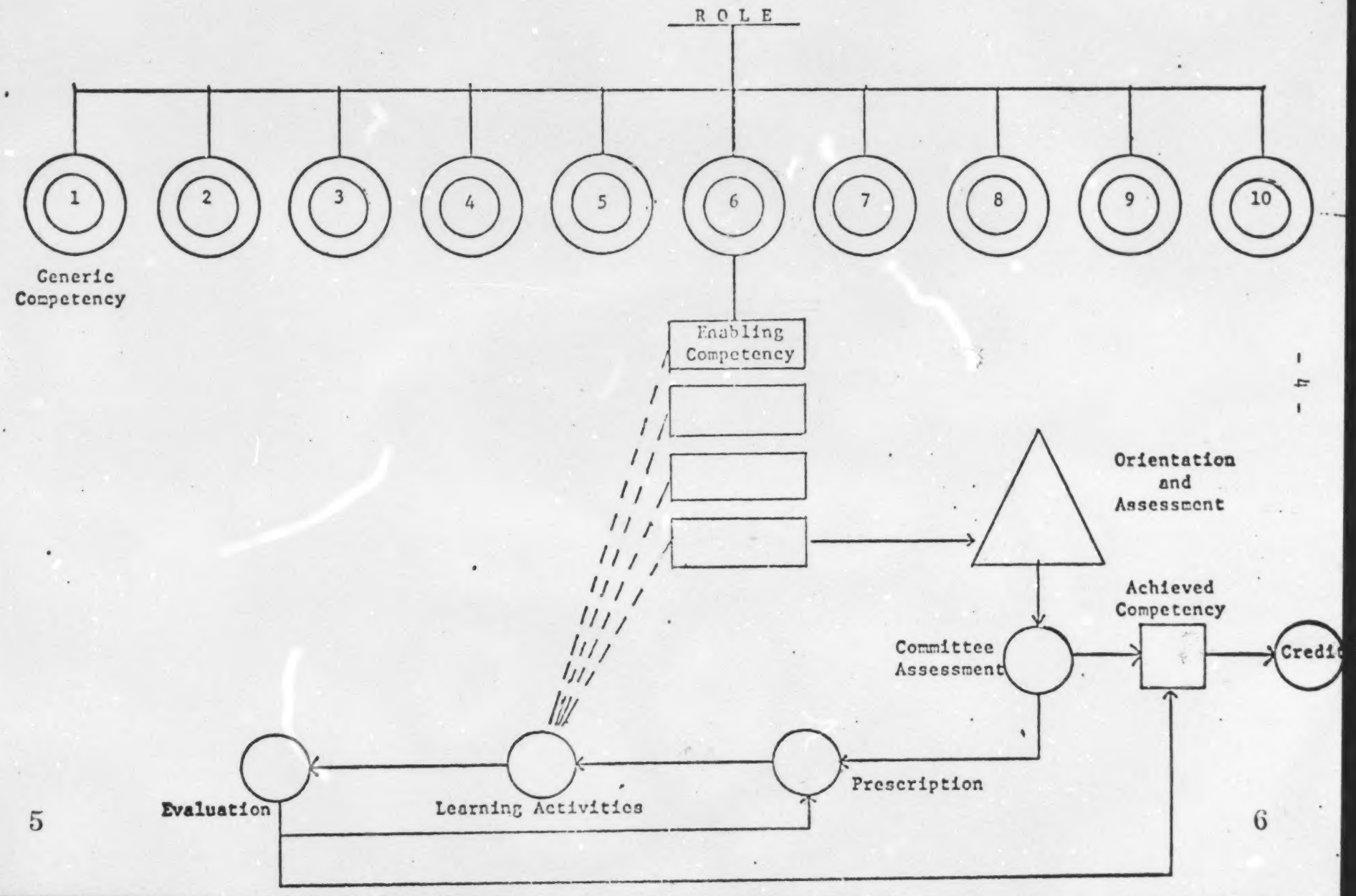
V. Delivery System - A curriculum which is made up of individually prescribed learning activities with emphasis on field experiences.

VI. Evaluation Procedures - A system which evaluates life experiences and translates these into achieved competencies and/or credits, which evaluates learning activities against predetermined objectives and which provides for recycling in deficient areas.

See attached diagram I -- Model Flow Chart

Diagram I -- Model Flow Chart

CALIFORNIA STATE COLLEGE
California, Pennsylvania



III. Description of the Unique Features of the Model

A. Development of the Principal's Role, The Generic and The Enabling Competencies

The steering committee decided early on that practicing principals should be involved in this phase of the program development. Therefore, two advisory committees were formed. One consisted of practicing elementary school principals and the other practicing secondary school principals. (A third committee of secondary counselors was established to work with the staff of the Guidance and Counseling program.) The task assigned to these advisory committees was to assist the college staff in writing the role of the principal and to translate this role into generic competency statements. Their further task was to define the generic statements into specific enabling competencies that could be classified as knowledge (cognitive) attitudinal (affective) and skill (performance) competencies.

The advisory committees worked as separate units and by late fall 1975 had completed their phase of the program. It became quickly obvious, to the steering committee, that while the elementary and secondary principal's committees had worked as discreet entities their product was extremely congruent. The differences were semantic rather than substantive. It was evident that a program should be developed to prepare administrators (secondary and elementary principals) and that the point of differentiation should lie not in the statement of role or in the statement of competencies but in the delivery

system (learning activities) designed to acquire the specified competencies. The lists of generic statements prepared by the two advisory committees were integrated and the following ten (10) generic competencies agreed upon:

1. The principal will have a broad understanding of the curriculum.
2. The principal will demonstrate an understanding of child growth and development and its relationship to the teaching-learning process and related problems.
3. The principal will demonstrate a broad understanding of administration and supervision.
4. The principal will demonstrate a broad understanding of group processes and human relations.
5. The principal will have a broad understanding of the rights, responsibilities and ethics inherent in professional service.
6. The principal will demonstrate a broad understanding of local, state, and federal laws, regulations and policies which influence education.
7. The principal will demonstrate a broad understanding of positive-school-community relations.
8. The principal willdemonstrate an understanding of the contribution of the related disciplines to education.
9. The principal will demonstrate a broad understanding of the co-curricular activities and the relationship to the curriculum.

10. The principal will demonstrate an understanding of research and evaluation.

By combining and rewording the enabling competencies that had been submitted by the advisory committees a list of 40 enabling competencies were agreed upon. (Examples appear in latter portions of this test.)

B. Self Assessment

In its deliberations the steering committee moved next to consideration of a delivery system. The objective was to develop a bank of learning activities that would assure acquisition of the enabling competencies that had just been developed. The plan was to avoid, at least until all alternatives had been explored, assigning traditional courses as a means of attaining certain enabling competencies. It became quickly apparent, however, that a step was missing. A method was needed to provide students with an opportunity to become familiar with the required competencies and to further allow them to document their contention that, because of previous education or experience, they had indeed acquired the competency. Out of this thinking grew the concept of an assessment and orientation seminar.

It was decided to begin the program by enrolling students in a seminar. The purposes of the seminar were several:

(1) To acquaint students with the ten (10) generic competencies and the forty (40) enabling competencies.

(2) To provide students with the opportunity to document educational and in-service experience.

(3) To provide students an opportunity to improve their human relation skills.

(4) To provide a format for an individually prescribed delivery system.

All of the thirty-nine (39) persons enrolled in the program in September of 1976 held masters degrees in a variety of academic fields. As a result of the assessment and orientation seminar these thirty-nine (39) students received credit equivalencies ranging from a low of seventeen (17) to a high of thirty-six (36) credits. Credit equivalencies were assigned to each generic competency as follows.

Diagram II -- Competency Credit Equivalent

Competency	Total Credit Assigned	Master's Degree Competency Credit	Certification Competency Credit
Curriculum	8	8M	8
Child Growth	4		4
Administration/Supervision	8	8M	8
Group Process	6	6M	6
Rights, Responsibilities, Ethics	2		2
Laws/Regulations	3		3
School-Community	4		4
Related Disciplines	4		4
Research	4M	4M	4
Co-Curricular Activities	2		2
	TOTAL	26 (required) 4 (elected)	45

Diagram III represents a page from the student's portfolio describing the process of assessment.

Diagram III -- Personal Assessment

The candidate will use this page to indicate his/her experience (work and/or academic) in each of the areas of learning stated below under ENABLING COMPETENCIES.

This evidence, upon submission of valid documentation, will then be used to determine the candidate's program for meeting the requirements of the GENERIC COMPETENCY.

GENERIC COMPETENCY: The principal will have a broad understanding of the curriculum.

ENABLING COMPETENCIES	Related Experiences	
	Work	Acad.
1. IDENTIFY, DESCRIBE, AND COMPARE CURRICULUM ORGANIZATION PATTERNS		
Can describe curriculum organization patterns presently being used in the schools. Can list components of a curriculum guide. Can describe recent trends and innovations in curriculum. Can differentiate between horizontal and vertical curriculum organization.		
2. ANALYZE THE ELEMENTS NEEDED FOR CURRICULUM CHANGE		
Can identify sources of curriculum development and their contribution (Sociology, History, Psychology). Can identify indicators of the need for curriculum change. Can identify professional and other groups which have influenced curriculum. Can describe both the positive indicators and barriers to change.		
3. DESIGN A CURRICULUM BASED ON NEED		
Can describe the criteria used in developing a needs assessment. Can descuss a rationale for curriculum development. Can relate curriculum to individual needs.		

C. Individually Prescribed - Field Based Delivery System

The culminating activity of the Assessment and Orientation Seminar is a student faculty interface. Individual conferences are held to discuss the students perceived strengths and weaknesses using the generic and enabling competencies as the base of measurement. The student's documentation is reviewed and an agreement is reached on (1) what generics or portions thereof the student has achieved; (2) what credit-equivalencies should be assigned to the attained competency; and (3) the prescribed learning activities necessary to complete the program. Each student leaves the interface with a portfolio of acquired competencies and an individual prescribed curriculum for the remainder of his program.

Diagram IV is the prescription and achievement page for generic I from the student's portfolio.

Diagram IV -- Prescription and Achievement

Additional work needed by the candidate to meet the requirements of the GENERIC COMPETENCY, stated below, will be indicated on this page under PRESCRIPTION (P).

Also, achieved competency, either through credit given for related experience, or through satisfying the requirements of prescribed work, will be recorded on this page under ACHIEVED COMPETENCY (A).

GENERIC COMPETENCY: The principal will have a broad understanding of the curriculum.

ENABLING COMPETENCIES	A	LEARNING ACTIVITIES	P	MODES	P
1. Identify, describe, and compare curriculum organization patterns.		Acquire a basic knowledge of curriculum and organization.		Course EDP 637 Course EDP 705	
2. Analyze the elements needed for curriculum change.		Research literature to determine the role of the principal in curriculum development.		Independent Study Seminar	
3. Design a curriculum based on need (student, community, society).		Make an analysis of selected curriculum areas in your school to determine whether or not it is achieving state objectives.		Learning Contract Seminar	
		Compare the pattern of curriculum organization in your school to a model curriculum suggested in professional journals.		Independent Study	
		Survey the curriculum materials used in a subject area in three school systems to determine their adequacy and relevancy		Learning Contract	
		Make a list of the various elements which affect curriculum change and explain how the elements support or inhibit the change process.		Independent Study Seminar	
		Develop a set of criteria and procedures to complete a needs assessment.		Independent Study Seminar	
		Trace from 1950-1976 the changes which have occured in curriculum development and organization to meet societal needs.		Independent Study Seminar	
		Review the historical, philosophical, sociological, and psychological foundation of curriculum change.		Course EDP 605 Course EDP 606 Course EDP 607 Course EDP 610 Independent Study Sem.	
		Develop a plan of curriculum change and implement this design in a subject area either within your own classroom or in another one.		Learning Contract	
		Write a position paper describing the relative importance of the cognitive and affective domains in curriculum development.		Independent Study	

Serious attempts have been made to develop a delivery system not dependent upon traditional graduate courses. It is conceded that knowledge based enabling competencies can be best acquired in a course setting. The use of courses per se is further minimized by dividing content into smaller segments and offering seminars devoted to discreet content areas. This can be best illustrated by examining the prescription page for generic 3. Administration and Supervision.

Diagram V -- Prescription and Achievement

Additional work needed by the candidate to meet the requirements of the GENERIC COMPETENCY, stated below, will be indicated on this page under PRESCRIPTION (P).

Also, achieved competency, either through credit given for related experience, or through satisfying the requirements of prescribed work, will be recorded on this page under ACHIEVED COMPETENCY (A).

GENERIC COMPETENCY: The principal will have a broad understanding of administration and supervision.

ENABLING COMPETENCIES	A	LEARNING ACTIVITIES	P	MODES	P
1. Organize and supervise the instructional program.		Acquire a basic knowledge of administration and organization of the public schools		Course EDE 736	
2. Administer pupil personnel services.					
3. Administer funds and facilities.		Research the literature to determine the different styles of administrative and supervisory leadership		Independent Study Seminar	
		Execute the administrative procedures such as: - scheduling of personnel and facilities management of offices including record keeping. - orientation of parents, students, and staff. - coordinate the functions of all professional/personnel as they relate to the daily activities of the principal.		Supervised Field Experience Seminar	
		Execute supervisory functions such as: - analyzing elements of various models of supervision and how they can be utilized. - participating in supervisory experience focusing on improvement of instruction through assessment of teaching. - assessing teacher performance based on selected criteria.		Supervised Field Experience Seminar	
		Assist teachers in developing instructional strategies and in adapting these strategies to meet the needs of individual pupils.		Supervised Field Experience Seminar	
		Perform on-site supervision and administration training experiences.		Supervised Field Experience Seminar	

The staff is still refining the delivery system. During February, 1977 a weekend workshop was held, made possible by a small C.B.T.E. grant from the Pennsylvania Department of Education. The workshop brought together students enrolled in the program, principals, college staff, and Pennsylvania Department of Education personnel. Its single purpose was to review and modify the learning activities prescribed for each enabling competency.

Diagram VI visualizes the generics, modes of instruction and evaluation procedures.

Diagram VI

A MODEL FOR A COMPETENCY-BASED PRINCIPAL CERTIFICATION PROGRAM

AT CALIFORNIA STATE COLLEGE

MODE OF INSTRUCTION

	Supervised Field Experiences	Courses	Field Study Learning Contract	Seminars and Workshops	Case Study	Computer Assisted Instruction	Independent Study	Learning Activity Packets
Curriculum		X	X	X			X	
Child Growth and Development and the Teaching Learning Process		X	X	X	X		X	
Administration and Supervision	X		X	X			X	
Group Processes and Human Relations		X	X	X			X	
Rights, Responsibilities and Ethics			X	X			X	X
Federal, State Laws Regulations and Policies		X	X	X		X	X	
School Community Relations		X	X	X	X		X	X
Contributions of Related Disciplines		X		X			X	
Co-Curricular Activities			X	X				
Research and Evaluation		X	X	X				

Evaluative Criteria

- Written/Oral Evaluation
- Anecdotal Records
- Product
- Self-Evaluation
- Peer Evaluation
- Diaries/Logs
- Individualized Measurement Instruments
- Observation
- Checklists

D. Competency Evaluation

To date, evaluation of competency acquisition has been subjective in nature. Review of written documentation prepared by students for presentation in the culminating interface has been the primary basis for determining competency acquisition. As students progress in the field based portion of the program additional means of evaluation will be developed and utilized. Diagram VI, lists some evaluation criteria that are under consideration. The staff is acutely aware of the importance of this element of the model. Accurate objective evaluative instruments that truly measure the level of competence are essential elements if the program is to be ultimately successful.

E. Other Problems - Solved and Unsolved

1. Registration - Students register for generics rather than courses. A student may register for Curriculum 701 (Generic I) for one to eight credits. If prescribed work is not completed during that semester, no grades or credits are recorded. Grades and credits are recorded in the semester in which the work is completed. This is the same procedure used by many institutions in recording advanced degree dissertation credits.

2. Credits Awarded in the Self Assessment and Orientation Seminar.

As a result of the interface held at the end of the Seminar students are awarded achieved competency and/or credit. For persons with Master Degrees who do not want or need additional graduate credit a notation is recorded that a competency or portion thereof has been completed. Credits earned in this fashion, if recorded, are paid for at the regular per credit cost.

3. Field Experiences

With a student population that is (1) basically evening part time and (2) fully employed in other than administrative position we have had difficulty prescribing field experiences. A partial answer to this problem may be found in the kinds of activities students can be engaged in during the summer term.